



"IN DUMB SIGNIFICANTS PROCLAIM YOUR THOUGHTS."—SHAKESPEARE.

Vol. V.

WASHINGTON, D. C., DECEMBER 1, 1875.

No. 23.

#### TO THE OLD.

CHEER up, dear old hearts;  
You seem lonely to-day,  
With no stir in the house,  
And the "children" away.  
Some sleep in the valley—  
Some roam the world wide—  
While the last left your hearthstone  
This morning, a bride!

Cheer up, for there comes not  
An hour, dark or fair,  
Not an evening or morning,  
Or season of prayer,  
But your dear ones recall you,  
(Forgetting you, never.)  
In response to the love  
That has followed them ever.

Cheer up, for the seed  
You have sown by the way  
In the hearts of your children  
Bears sweet fruit to-day;  
For the lessons they learned  
In their youth, by God's grace,  
Old Time with his finger  
Can never efface.

Cheer up, dear old couple,  
Still green be your hearts  
With the freshness and love  
That a good life imparts.  
You are heaven's anointed,  
For sowing and reaping,  
You have done your whole duty;  
God have you in keeping!

#### THE STORY OF A SEAL.

[From the French.

SOME years ago a German artist was travelling in Norway, on foot, with his knapsack on his back and his stick in his hand. He stopped wherever he pleased, sometimes to sketch a landscape at his leisure, sometimes to paint the strange costumes of the people of those almost unknown regions. He lodged, most of the time, in the cottages that he fell in with on his road; he laughed at the hardships that he had to bear; with the heedlessness of youth he scorned comforts, thinking himself fortunate when he could get a piece of salt fish or a slice of smoked reindeer flesh.

Well, he had found, not far from the North Cape, excellent quarters in a family consisting of a fisherman who had lost his wife. His mother of eighty took care of his four children, the eldest of whom was seven years old. There was in the house also a seal, which the fisherman had found on the sand just after harpooning the mother of the poor animal.

No sooner was it admitted into the cottage than the seal became the friend of the family and the playmate of the children. It played from morning till night with them; would lick their hands,

and call them with a gentle little cry, which is not unlike the human voice, and it would look at them tenderly with its large blue eyes, shaded by long black lashes. It almost always followed its master to fish, swimming around the boat and taking a great many fish, which it delivered to the fisherman without even giving them a bite. A dog could not have been more devoted, faithful, teachable, or even more intelligent.

There is a superstition in Norway that evil genii enter into the bodies of seals, and that they carry misfortune to those who do not kill these animals. The fisherman's old mother, who was full of these ideas, did not cease, from morning till evening, to declare that the seal showed itself too cunning to be anything else than one of these genii. She predicted all sorts of misfortunes that the evil beast would draw on the family. It happened that one of the children fell ill. Dame Revsbota repeated anew, so loud and so often that the seal was the cause of this illness, that the fisherman, weary of her clamour, one fine morning took the poor creature with him, rowed it out into the open sea, and there, more than four leagues from the shore, he threw it into the water and hurried home as fast as sails could carry him. Entering his cottage, the first thing that met his view was the seal lying close to the cradle of the sick child, and as soon as it saw its master it dragged itself towards him and overwhelmed him with its caresses.

"You see," cried Dame Revsbota, "you see this evil spirit will not depart from our house. The child was better this morning, but since the horrid thing returned the fever has appeared in our little invalid more violently than before. Kill this unlucky seal or your son's fate will be decided."

The fisherman drew his knife from his girdle; but his heart would not let him kill the creature that was showing him so much affection. The next day, hater fortifying himself with a good allowance of corn brandy, the fisherman again took the seal with him, hailed a steamer which was going to Hamburg, went on board, and sold the seal to a sailor. A fortnight afterwards, as he returned from his boat one evening, the fisherman saw the seal playing with the children in front of the cottage. Just at this time it happened that the German artist was lodging in the house of the Norwegian fisherman; moved by the fidelity of the seal he took it under his care, and protected it from the superstitious ideas of Dame Revsbota, who at last ceased to complain about it.

But it happened that from this time misfortunes fell rapidly on the household. the grandmother broke one of her best wooden jars, an unknown distemper broke out among the reindeer, the nets of the fisherman were torn against the sharp edges of a rock, and a succession of storms, almost unknown during that season, prevented him for more than week from putting to sea.

"The seal!" repeated the old woman; "the seal!" it is to that we owe all this; while it remains in this cottage misfortune will remain here also."

Little by little the fisherman adopted his mother's superstition; so one day, soon after the tempests had ceased and fish had again

become abundant, he drank a triple portion of corn brandy, and, almost intoxicated, he called the seal as it swam and gambolled in the water, and made it go into the boat, there he put out its eyes and threw it into the water.

"I am at last rid of it!" he said. "If I have not had the heart to kill it, at least in blinding it I have taken away every chance of its returning to the house."

During the night the artist was awakened by strange moans. Some one knocked gently at the door, and seemed to be imploring help. The artist wished to get up and open the door, but the old woman opposed him desperately. "It is the spirits of the night," she cried; "they will kill the children. I know what a similar act foolish pity cost one of my neighbors; the Nikars struck her on the head, and from that time she lost her reason. For pity's sake don't open the door!"

The stranger yielded, but rather because the cries had ceased.

In the morning, when they opened the door, they found the seal lying cold and bloody before the door-step. It had returned to die before the dwelling of the ungrateful master who had taken its life away.

The fisherman silently lit his pipe and walked off with a surly air.

The old woman exclaimed, louder than ever, that it was witchcraft.

The children amused themselves by jumping over the dead body of the friend who had so often carressed them.

As to the artist, he set to work to make a study of the seal from nature, feeling very sorry for the cruel ignorance which had caused the death of the faithful creature.

#### THE HUNTED SURGEON.

A YOUNG surgeon, having tried in vain to get into practice, at last fell upon the following expedient to set the ball to rolling. He sprang upon his horse once a day and rode at full speed through the town. After an absence of an hour he would return and carry with him some of his instruments, thinking if he could impress his neighbors that he had practice they would begin to place confidence in his ability.

A wag, who more than suspected the deceit which he was practising, determined to know the truth. He accordingly kept his horse in readiness and the next time the doctor galloped past his door, sprang on his steed and placed himself on the young gentleman's trail.

The doctor saw the man following at his heels, but did not, at first, evince any uneasiness. At length, however, he thought it advisable to turn down a narrow lane. The pursuer followed on like an evil genius, but the doctor not discouraged, as another road lay a short distance ahead of him, down which he turned. The other kept close at his heels, and the doctor grew impatient to return home. There was no house by the way at which he could afford any pretext for stopping. In the meantime his saddle-bags were with him, and he was otherwise equipped for business, so that he could not return, in the face of his neighbor, without exposing the secrets of the trade in the most palpable manner. Every bound of his steed carried him further from his home, and the shades of night began to fall on hill and dale. Still the sound of horse's hoofs were thundering in his ears, and he was driven to his wits' end; but just as he reached the angle of the wood he heard a low moan. A man lay prostrate near the fence of a meadow, and blood gushed from a fearful wound in his arm. He had cut an artery with his scythe, and was in danger of immediate dissolution. The young doctor sprang from his horse and staunched the wound. Bandages were applied, and his life was saved. The

pursuer had also thrown himself from his horse, and as the surgeon tied up the last bandage, he looked up in his face and said:

"How lucky, neighbor, that I was able to arrive in time!"

The wondering spectator was silent with awe; and, after assisting the wounded man home, he told such a miraculous tale to the townfolks as secured to the young surgeon a reputation not only for skill, but also for supernatural prescience. Thus did the mere accident contribute more to his advance than years of studious toil could have done; and the impertinent curiosity of a waggy neighbor opened for him a path of business which the most influential patronage might never have been able to provide for him.

#### A PILL MAN IN SOCIETY.

DR. GRANVILLE tells a story about the famous Morrison, the inventor of "Morrison's pills," which at one time were as famous in England as "Brandeth's pills" were, at a later date, in this country. Morrison and his wife went to Paris, and wished as the rich pill-maker explained to a friend, to be introduced into the great world of fashion. "There is no difficulty about that," said the friendly counselor; "are you prepared to spend five-thousand francs for the hire of a splendidly-furnished palace for three days, and three thousand more for the hire of a suitable retinue of attendants, together with about twenty-thousand more for refreshments, besides handsome fees to the principal singers of the Italian opera and the opera comique, with their conductors—in short, are you ready to spend fifty-thousand francs on a fete, which will make an epoch, as we Parisians say?" "Quite ready," was the reply, "and delighted to do it." Never did the quiet and silent streets of the aristocratic quarter of Paris present such an unprecedented array of beautiful carriages as conveyed the *elite* of high and fashionable Parisian society to the brilliant assembly of Mr. and Mrs. Morrison, both of whom did the honors of the evening admirably, especially the lady, who appeared perfectly qualified for her position. At one o'clock in the morning a magnificent supper was served, following a most delightful concert, in which the united talents of the two opera companies achieved a marked success. At dawn of day the dukes and duchesses, and counts and countesses, and all the rest of the aristocratic company began to disperse, and as each guest stepped into his or her carriage, he or she received a splendid enameled card, with an inscription in French which the increasing daylight enabled the curious to read: "Mr. Morrison presents his thanks, and begs to recommend his never-failing vegetable pills, sold at the Hygeian Temple, City Road, London." Imagine the feelings of the deluded *haut-ton* of Paris!

#### THE DAYS OF THE WEEK.

ACCORDING to the ancient Egyptian astronomy there are seven planets: Two, the Sun and Moon, circling around the Earth, the rest circling around the Sun. These planets they arranged in order (beginning with the planet of the longest period,) as follows: 1, Saturn; 2, Jupiter; 3, Mars; 4, the Sun; 5, Venus; 6, Mercury; 7, the Moon. The seven days in order were assigned to the planet which ruled the first hour, and thus the days were named as follows: The Sun's day (Sunday); the Moon's day (Monday, Ludi); Mars's day (Tuesday, March); Mercury's day (Wednesday, Mercredi); Jupiter's day (Thursday, Jeudi); Venus's day (Friday, Veneris dies, Vendredi); Saturn's day (Saturday, Italian *Il Sabbato*.) Dion Cassius, who wrote in the third century of our era, gives this explanation of the nature of the Egyptian week, and of the method in which the arrangement was derived from their system of astronomy.



## MIND READING.

THIS is a name given to a power or faculty possessed by some persons of discerning the object of which another is thinking. It is necessary that the two persons shall be closely connected by the hands clasping and by holding each other. The one whose mind is to be read thinks steadily of a thing which can be touched. The mind-reader undertakes to lead him to that thing and to put the hand he is holding upon it. This is a singular power, but that it is a power is shown by the mind-reader having his eyes bandaged so that he cannot see at all; then if there are obstructions in the way to the object thought of, which they must go around, or steps to go up or down, the eyes of one must do for both, and the mind-reader knows these things in the way as fast as the other sees them,—knows them from him. So, for the time, one mind does for both, and one set of senses.

A gentleman of Iowa has been going through the country recently, giving exhibitions of this power, which he discovered in himself about three years ago. So far as the writer knows this power and its manifestations are entirely different from anything claimed by mesmerists, and are a perfect novelty. If it were all it seems to be, it might be dangerous for one to be too near a mind-reader, as any of his secrets might be known or read, if he happened to be thinking of them at the time.

Mr. C. H. Rideout, of the Wisconsin Institution for Deaf and Dumb, proves to be a mind-reader of the first order. To blindfold a deaf-mute seems to be putting him at too much of a disadvantage; but Mr. Rideout unerringly leads his tester round the obstacles in the way to the object thought of. At an exhibition given by him, the thing thought of by one person was a stone behind a woodpile, at the side of the church in which the exhibition was given; and out of the door, down the steps, and round the pile Mr. Rideout went unhesitatingly till the stone was reached. In a private company, once, a gentleman thought of a certain key of the piano. One who had not only never learned to play at all, but who had never even heard a piano, could hardly be expected to know the differences of the octaves or the names of the keys, yet Mr. R., put the finger upon the right key at once. The power to do thus is a curious one, but Mr. R., does not look upon it as very mysterious or valuable, though a good means of amusement.—*Kentucky Deaf-Mute.*

## THE BIDDEFORD GIRL KIDNAPPING CASE.

THIS is the way the Biddeford Times tells it: Eighteen years ago a man came from New Hampshire to Biddeford by the name of C. F. Clark, who is now accused of kidnapping. He was employed some ten years as overseer on the Laconia corporation. His wife had a sister, whose husband had deserted her with an infant child named Florette Moulton, who since has always gone by the name of "the little Clark girl." Mr. Clark took charge of her until she was eight years of age, when he sent her to Hartford, Conn., to be educated in the Deaf-Mutes' Asylum. Her father, Jacob Moulton, returned after eight years' absence. In a few years, with his wife, he went to California, leaving Florette in the care of her aunt. After two years' absence her father returned to Saco and married a woman by the name of Mrs. Lagard. In a short time they moved to Ferry Beach, and took Florette with them, who was employed as kitchen girl to do the drudgery, &c. A number of weeks lately she has been hired out to Mr. Wallace, to do kitchen work and make herself useful. She has not been allowed to go among her deaf-mute friends, nor any of her mother's

folks for over two years, and has in consequence been very lonely and sad all this time. Last week two of her deaf-mute friends called on her, one of them being a former classmate. They went to walk. Her stepmother had left strict orders with Mrs. Wallace that Florette was not to go anywhere, and she was not even allowed access to her own trunks, her stepmother carrying the key with her. Florette concluded not to return again to Mrs. Wallace's, and decided to go with her friends. She left her trunk with all her clothes at Mrs. Wallace's, who refused to let her have them; neither has the girl received any pay for labor at the Wallaces'. That is the way she was kidnapped.

## BIRD'S NEST ON A STEAMER.

A SWALLOW has built its nest on one of the life-preservers placed under the cabin roof in the forward part of the steamer Senator, on the Pacific coast; and there the feathered mistress chirps gaily while the boat is passing down the river, unless she should take a notion to try her wings for a little exercise. While she was hatching her eggs she remained in her nest almost steadily, but since she has a young brood to feed she is away quite often searching for their daily bread to furnish them. She follows the boat up and down the river, and if two or three steamers should happen to be in the river together and she should be temporarily absent on a foraging expedition, she will always select that which contains her home and family.—*Portland (Ore.) Bulletin.*

## CHINESE COOKERY.

AMERICANS who dine with the Chinese are surprised at the perfection to which they have carried their cooking. During a recent Chinese banquet in San Francisco, an orange was laid in the plate of each guest. The orange itself seemed like any other orange, but on being cut open, was found to contain, within the rind, five kinds of delicate jellies. One was at first puzzled to explain how the jellies got in, and, giving up that train of reflection, was in a worse quandary to know how the pulpy part of the orange got out. Colored eggs were also served, in the inside of which were found nuts, jellies, meats, and confectionery. When one of the Americans present asked the interpreter to explain this legerdmain of cookery, he expanded his mouth in a hearty laugh, shook his head, and chucklingly said: "Melican man heap smart; why he not findee out."

## ACCURATE, BUT AMBIGUOUS.

The following is an illustration of the inevitable ambiguities involved in accurate language. One gentleman observed to another—

"I have a wife and six children in New York, and I never saw one of them."

"Were you ever blind?"

"O, no," replied the other.

A further lapse of time, and then the interrogator resumed the subject:

"Did I understand you to say that you had a wife and six children living in New York, and you had never seen one of them?"

"Yes, such is the fact."

Here followed a still longer pause in the conversation, when the interrogator, fairly puzzled said.

"How can it be that you never saw one of them?"

"Why," was the answer, "one of them was born after I left."—*Once a Week.*

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## [CORRESPONDENCE]

### A NEW SCHOOL.

SCHOOLS for the deaf are multiplying. A new one has recently been added to the list, which will be known as the Cincinnati Day-School for the Deaf and Dumb.

On the 2nd of November the Board of Education of this city, in response to a petition presented by the parents of a number of deaf children resolved, to open a school in one of the public school buildings in order to afford that class of pupils equal advantages with hearing and speaking children. R. P. McGregor, B. A., was appointed to take charge of it and on Monday, the 9th, the school was opened in the Second Intermediate school-house, on Ninth street near Main, and a class of thirteen pupils organized. It is expected that by the beginning of the new year that number will have increased to twenty. The school hours are from 9 to 12 A. M. and 1:30 to 4 P. M. The pupils have two recesses, one in the morning and the other in the afternoon immediately after the hearing pupils.

There are twenty or twenty-five pupils now in the State school in Columbus from this city and as it is considerably crowded, doubtless the new school will soon be able to relieve it of that number or more.

There are between forty and fifty educated deaf-mutes in this city, many of whom have families, and all are industrious and seem to be doing well notwithstanding the general complaint of hard times. They have no organized society among themselves and do not propose starting one. They however meet every Sunday in St. John's Church, corner of Plum and Seventh streets, to attend religious services which are conducted by Messrs. Barrick and Vance alternately. The average attendance is twenty. Although the services are held in an Episcopal Church the forms of that Church are not followed nor are any of the attendants members of that Church so far as your correspondent is informed.

Cincinnati, Ohio Nov. 22 1875.

CINCINNATUS.

### FROM NEW YORK.

#### A BIRTHDAY PARTY AT TARRYTOWN.

A BIRTHDAY party under the auspices of the Sunnyside Social Club, of Brooklyn, was tendered to Mrs. Victoria Greer, the estimable wife of a young deaf-mute, on the 20th of November last, at the residence of Mrs. Greer, in Tarrytown.

Shortly after nine o'clock, the parlors were crowded almost to overflowing by the assemblage of the members of the Club and invited guests. Dancing was the order of the evening, according to

custom. Music was furnished for the benefit of the many speaking ladies present. Dancing went on until eleven o'clock, when it was stopped to partake of a splendid collation. At twelve o'clock the guests dispersed to their homes, having apparently greatly enjoyed themselves.

The occasion is, we believe, remembered by the guests as one of the most successful of all the efforts made under the auspices of the Club. The committee were Messrs. Chas. O'Brien and Henry Greer and Misses Reed and Denite. Floor Manager—W. A. Bond, assisted by Mr. Beebe (speaking.) Peter Witschief (brother of the President of the Club,) Moses Heyman, John Dunlap, Edwin Hodgson, Geo. L. Reynolds and others were present.

CENTENNIAL.

### NEWS FROM BOSTON.

The Boston Deaf-mute Library Association held a meeting on Wednesday evening, November 17, 1875, and voted to reconsider their action at a previous meeting, on the question of the removal of E. N. Bowes as a member of the Association. (It will be remembered that the motion to remove Mr. Bowes was lost by one vote.) The question was then put to the meeting again, and Mr. Bowes was removed as a member, by a vote of 51 yeas to 11 nays—a very decisive vote.

### PERSONAL.

We would remind our readers that we are wholly dependent upon their good nature and courtesy for the matter contained in the Personal Department. It does not take long to write and send a short item for this department, yet the shortest item about an old school-mate or friend may be of more value than all the rest of the paper to any one of our readers. We ask, therefore, that each and every one of our readers will consider himself or herself one of the editors of the Personal Column, and send any thing, no matter how little, which may be of interest.

MR. J. H. PURVIS, formerly of the Columbia Institution Deaf and Dumb, who, during the last four years, has traveled over the greater part of the United States, writes us that 'he is getting a little tired of his wandering and unsettled life, and contemplates going into business and settling permanently in Denver, Colorado. The day before the date of his letter, Mr. Purvis had just arrived in Trinidad, Colorado, from an extended trip through New Mexico. He thinks that New Mexico is a "very dangerous and hard Territory." He further says "prices are high at the hotels; two-thirds of the people don't believe in the Bible; a good many stores are open on Sunday; and the merchants told me that their business is best on Sundays." In the course of his wanderings, Mr. Purvis fell in with a deaf-mute miner, WM. P. MILLERMAN, who was educated at the Pennsylvania Institution. Last March, Mr. Millerman fell down a mine and broke his leg and arm, in consequence of which he is now lame.

MR. FRED. L. REID, a graduate of the Deaf-mute College, and now a teacher in the Nebraska Institution for the Deaf and Dumb is devoting his spare time and cash to farming. He owns thirteen acres of land near the Institution; and writes that he spent the whole of his last vacation in improving and cultivating them.

MR. W. S. COOPER, formerly a pupil of the Missouri Institution for the Deaf and Dumb, we learn from the Dallas (Texas) Herald, took an active part in the base-ball tournament at the recent Lamar County Fair, acting as short-stop for the club from the town (Paris) where he resides.

MR. WILLIAM MARTIN CHAMBERLAIN, formerly editor of the *Gabette and Friend*, and lately managing editor of the *Marblehead (Mass.) Messenger*, has accepted a position as teacher in the new institution for the Deaf and Dumb at Rome, New York.



## SCHOOL FOR DEAF-MUTES.

[From The Cincinnati Commercial.]

"Come up and see our school for deaf-mutes."

"I'll do it."

"When?"

"Now."

"And write it up?"

"Yes."

"Good enough. This is the first successful effort to establish a school for deaf-mutes in Cincinnati, and it ought to be encouraged. Don't you think so?"

"I think a description of the school would make some interesting reading."

The conversation was between the reporter and a member of the Board of Education. Less than three weeks ago the Board decided that the deaf-mutes of the city, whose parents were unable to send them away to school, should have the advantages accorded to their more fortunate companions, a free school in their own city, where they could attend and still remain in the city under the care of parents and friends.

While nearly every State in the Union has provided excellent schools for deaf-mutes, they are simply located at one point in the State, and the poor unfortunates, who are less able to leave home and go among strangers than any other class, are forced so to do if they obtain any of that education of which they stand in so great need.

Cincinnati is probably the first city to set the example of establishing schools for these unfortunates in connection with the District Schools, and it is to be hoped that it will be imitated by every city in the land whose population is sufficient to warrant such action.

"How many pupils have you in the school?"

The question was asked at random by the reporter, as he walked up Nine street with the member.

"Not over twenty," was the reply; "but that is nearly as many as one man can teach. The operations of the school-room are much more detailed in nature than with others, and one teacher can not take care of as many as where he can talk to them and make them readily understand."

"Do they all live in the city?" "Yes; all he has at present. You should have seen how eager both the children and their parents were to take advantage of the opportunity offered. They were enrolled on Wednesday, after we decided to open the school, and they could scarcely be persuaded to wait until the next Monday for the school to open. Said one father: 'This boy is the smartest of my twelve children, and I couldn't bear the idea of sending him away from home among strangers. I am very glad the school has been established.' They all thoroughly appreciate the advantages offered them, I assure you."

By this time the school-room had been reached. It is the second story of the Intermediate School building on Ninth street, near Main, and opens off the room occupied by Professor Fillmore, the Principal of the school. The reporter was received by the Principal, who kindly laid aside his multitudinous duties to lead the way to the school-room.

"The teacher, Mr. McGregor," he said, "is himself a graduate of a school for deaf-mutes, having lost his hearing at the age of seven, and almost entirely forgotten how to speak before he entered the State School at Columbus. He, however, converses very readily now, having good use of his organs of speech and a ready flow of language. He is a fine scholar and a gentleman in every particular."

He threw open the door to the school-room. To the general ob-

server there was nothing to indicate that it was not an ordinary school. The pupils, keen-eyed, active and restless, were seated at desks arranged as in the ordinary school-room. Before them on the desks, or in their hands, were books, slates and writing material, and on the black-boards were the usual characters and characteristics incident to the school-room.

This teacher was seated at a desk instructing a single pupil. Classes in schools of this description are difficult of management, especially when the pupils are but just commencing. His back was toward the door, and he, as well as every pupil, was unconscious of the entrance of any one into the room. All was silence to them, a complete and eternal silence. The heaviest footfalls, the banging of doors, or the usual clatter of the school-room, were unheeded here. The instructor, although not entirely deaf, is so nearly so that, without the education received at the deaf-mute schools, he probably would be without the use of language. By means, however, of the education acquired at the Columbus school and at the College for deaf-mutes at Washington, he is able to articulate readily, and by watching the motion of the lips, aided by his ability to hear under certain circumstances, he is able to carry on a conversation with ease and intelligence. He is himself a marked example of the triumph attained in this branch teaching.

The pupils were, most of them, young, but three or four in the school being apparently over twelve years of age. But two of the whole number had ever attended school before, yet in the two weeks since the school had opened most of them had learned the manual alphabet so that they can "pronounce" with the hand any letter pointed out to them.

The teacher, on being made aware of the reporter's presence and errand, greeted him heartily. He had, he said, plenty to do with his pupils, but was glad to give any needed information which prove beneficial to the deaf of the city or to the public at large.

It was difficult for the reporter to realize that the person addressing him, speaking so readily and excellently, was unable to hear his own voice, or, except under most favorable circumstances, a sound of any kind. Yet such was the case; but by carefully watching the reporter's lips, and by what he was enabled to hear, he experienced no difficulty in conversing readily.

He was, he said, much pleased with his school.

Had he taught before? the reporter asked.

"Yes," he replied; "I taught three years at Frederick, Maryland."

"And do you think the school here will be a success?"

"Yes; my pupils are doing well. They spell words of three letters already."

What is the plan pursued in teaching?"

I teach them first to make the letters with the hand. I write the letters on the board, and teach them to form them first."

Here he arose and walked across the room, touched a boy on the shoulder, and motioned him to the board. There was no way of calling him except by going to him. The boy eagerly took his place at the board, looking with a keen, anxious gaze from the teacher to the letters, and from the letters to the teacher. He was fully alive to the situation. He thoroughly enjoyed learning, as the sparkle in his eyes and the eager manner showed.

The instant that the pointer touched a letter the hand came up in a grotesque shape. Another letter, and the hand changed shape in an instant. Another, and other, and still another, and the little fingers fairly flew into the various formations needed, and the change from one letter to another was instantaneous and without the least effort. He could evidently "say his letters."

The bright eyes sparkled and danced, the lips moved, and a short,

quick laugh of satisfaction, showed how thoroughly pleased the little fellow was with his success. He was allowed to take his seat, and for the next fifteen minutes his companions in the adjoining seat employed himself in making grimaces at him to "show off" at the expense of the others.

"You teach the letters first," said the reporter, "what then?"

"Then we teach them to write and spell out small words. Words convey ideas, and we must give them the words in some way, and teach them what they mean. For instance, I write the word 'box,' I teach the boy to spell it on hand, and then by pantomime, show him that the word means a box, so with the word cow. After he spells it, I by pantomime, give him to understand what animal it represents. So with such words as 'good,' 'bad,' &c.; by the expression of the countenance, or by motions, I can teach them the meaning of almost any word."

"Then after they learn the meaning of the words, they spell them out on their fingers in conversation with one another, do they?"

"Yes, part of them. In ordinary conversation, however, they spell out only a small proportion of the words, and express the others by motions or expression. The principal object in teaching them the letters on their fingers is to be able to communicate to them the meaning of words. Then with these words ideas may be furnished and more words presented."

"Here a pupil in the farthest corner of the room commenced a series of gesticulations calculated for the teacher's eye. The moment he caught it, his fingers commenced flying, accompanied by motions of the head and body. The teacher watched him carefully and in a moment replied. The motions were more graceful, the formation of the letters by the hand more rapid, and the general pantomime much less."

"He was asking," said the teacher, "the meaning of the word despise." He always asks the meaning of any words he does not understand."

"How long has he attended school?" "Five years. He attended in Columbus. I will show you a sample of his composition."

The instructor crossed the room, and taking the pupil's slate, returned with it. On it had been written a number of words to be used in the formations of sentences. The sentences were neatly written beneath them. Below is a correct copy of the form given the pupil, and also of the sentences formed by him and written on the slate. It will be seen that in his case the most difficult portion of the task had been completed, and he is in a condition to readily receive ideas through that only channel, words.

The words given are those written by the instructor, to be used in the formation of sentences.

The sentences which follow are those written by the pupil:

|     |                               |      |   |
|-----|-------------------------------|------|---|
| Are | You,<br>They,<br>The, (noun.) | Will | You,<br>The,<br>She,<br>Mr.,<br>The, (noun.)<br>If,<br>I. |
|-----|-------------------------------|------|---|

Are you going to visit the Ohio river? Yes.

Are they pleased to work in the manufactory chair?

Are the bad boys and girls often disobey their parents and teachers? Yes.

Will you please to ask your friend to give you a picture book?

Will she want wash the dishes and sew her dress?

Will Mr. Fay may come and visit this school-house?

Will the lion want to kill a cow and eat it?

Will it light to-day?

When will I may decide to go to Columbus or I stay here?

On another part of the slate was written, for the teacher's private eye:

"I am very feeling fear that you will punish me." "Do you like some scholars?"

This pupil, a young man of twenty, has been five years in school. He, with one other, are the only pupils in the school who had made any advancement before the opening of the present session.

By the permission of Professor McGregor, the principal, the reporter briefly interviewed the young man through the medium of pencil and paper. The questions were written by the reporter and quickly answered by the pupil. It was especially noticeable that he, while following the pencil, kept his fingers constantly in motion. He was evidently spelling the words out on his fingers as they were written down.

The following are the questions written by the reporter and the answers given.

Question. Do you like the school? Answer. I like the school, yes. When I will leave the school, one year. I always love work hard.

Q. Do you like this better than Columbus? A. I like in Cincinnati.

Q. Do you live here? A. I live on Twelve Main, between Buckeye and Eden.

Q. Do you read the papers? A. I often read it.

Q. Shall I put your name in the paper? A. My name is Lewis Menke. I's twenty years old.

The other pupil who has been in school before is about fourteen years of age, and begins to write simple sentences.

The instructor in the school, Mr. Robert P. McGregor, is a native of Hamilton County, and, judged by preparation, experience and ability, is thoroughly fitted for the position. As to his pupils, did those of the common schools exhibit one-half the interest which they do, they would undoubtedly succeed far better than at present in their pursuit of knowledge.

## CORRESPONDENCE.

### FROM OHIO.

It seems from communications appearing in the Cincinnati papers that that city is to have a day-school for deaf-mutes to-morrow being the day on which it is to be opened; and let us hope that the affair will be a permanent success.

If I mistake not, it was attempted once before to start a school of a similar character, but from the want of an efficient man to conduct it, the enterprise soon fell through, and was not revived until a few weeks ago.

Mr. R. P. McGregor had for some time been in consultation with the Board of Education as to the establishment of a school for the deaf-mutes in the city, and how successful he has been in his endeavors is shown by his appointment as teacher of the school.

If the citizens of Cincinnati will now convince themselves that such a school is a necessity to the city and will take an interest in seeing that it shall be a permanent institution, I am sure they will, ere many days pass, not regret it, for the teacher they have appointed will certainly endeavor to do his duty, as he is in every respect well qualified for the position to which the Board of Education has appointed him.

The following are the proceedings of the Board of Education pertaining to the establishment of the school as published in the Cincinnati Commercial:

A petition by thirty-six parents of deaf and dumb children was read asking for the establishment in this city of a department for the education of their deaf and dumb children. Referred to the Committee on Ungraded Schools.

The Committee on Ungraded Schools reported that they had considered the petition for the establishment of a school for the instruction of deaf-mutes, and they recommended the establishment of such a school in one of the rooms of the Second Intermediate School-house. They further recommended that a salary of \$1,000 be paid to the teacher of said school, to be increased \$100 the second year, and \$100 the third year; and they also recommended the appointment of R. P. McGregor as such teacher. The report was accepted and confirmed.



A few days later the item below appeared in the *Commercial*.

On Monday next the school for deaf-mutes of this city, ordered by the Board of Education, will be opened in the Second Intermediate School building, on Ninth street, near Maine. There are at least fifty deaf-mutes of the school age in this city. Only fifteen have applied thus far. All who desire to attend should apply promptly.

I am sorry to see that some one, evidently feeling dissatisfied because a deaf-mute was appointed to take charge of the school, has come out in a card in one of the papers, in which he is of the opinion that the appointment of a deaf-mute is a mistake and that a hearing gentleman should have been given the teachership of the school in order that the deaf-mute children might be taught to speak. Judging from the tone of the card it is evident that the writer of it is not well informed on deaf-mute instruction or is one of those "country greens" who suppose that deaf-mute institutions are places where the deaf are taught to hear and speak.

I know such suppositions to be common among country people; the writer of this himself, when the subject of his attending the Institution at Columbus, after losing his hearing, was under consideration, having manifested an opposition to going, was told that it (the Institution) was a place where they cured deafness, and that if he went he would likely have his hearing restored. This inducement, of course, had the effect of banishing my opposition towards the place; but I found out ere long after my arrival how badly I had been sold. I am not sorry now, however, that I came, and feel thankful, as every deaf-mute should, that such an institution for educating the deaf and dumb is in existence, even though it does not pretend to restore one's hearing or speaking.

I do not see what objections there should be against employing a deaf-mute teacher, so long as he is competent to discharge his duties well; and that, I am sure Mr. McGregor is fully able to do. The people of Cincinnati should not allow themselves to be taken in simply because some one deems it unwise to employ a deaf-mute teacher to teach their silent children.

Things at the Institution here are progressing finely. Mr. James M. Park has been appointed to take Mrs. Patterson *nee*. Miss Gilder-sleeve place. Mr. John E. Townsend is spending a few days among friends at the Institution.

We are informed that Mr. Amos Eldridge, a graduate of the Institution, is hard at work on a couple of aquariums which he proposes to put on exhibition at the Centennial next year.

COLUMBUS, OHIO, November, 7, 1875.

#### FROM HARTFORD, CONN.

SIX or seven years ago, a deaf-mute boy was sent here from Palmer, Mass., believed to be and registered as, an orphan. He pursued the usual course of study for six years, staying here vacations because he had no home to which he could go. When asked about his parentage, he said that he remembered having a father and mother, sisters and brothers, but he could not tell where they were, or how he was lost to them. He had faint recollections of being in a large school for deaf-mutes, of travelling by boat and rail, till he came here. As he grew older, he thought more and more on the subject, and, one day, seeing a picture of the New York Institution, said he had been there. But he was not sure of it enough to write and make inquiry. However, on his graduation, and following this possible clue, our Principal wrote to the New York Institution, asking if a boy by the name of Joseph Shaler had been in it. Great was the surprise to find that this boy was once a pupil there; that he was believed to have run away and had been given up for lost; and that this supposed orphan had both parents living, as well as two brothers and two sisters, at Marathon, N. Y., there were still mourning for their lost one. When the news of the discovery reached them the joy of all concerned may be imagined. Joseph Shaler made haste to pack his trunk, bid good-bye to those who had filled his world so long, and went to those who would hardly recognize in the tall and robust young man, the boy of half-a-dozen and more years ago.

The particulars of his "running away," which he gives according to the best of his memory, are as follows: He had been over a year at school, when, one Saturday afternoon, he went with another boy older than himself to the city to see the sights. In their wanderings, they went on board a steamboat and became separated in the crowd on it. Joseph waited for his deaf and dumb friend, who found him not, though he doubtless searched diligently till the boat was on the point of starting. Joseph does not know to what place the boat sailed. It stopped at several landings and, possibly, the last one was Boston. He was kindly treated on board and given food by a colored boat-hand or steward, who was deaf and dumb! He was taken care of by benevolent gentlemen and conducted from place to place till sent to the Asylum as stated before.

Some points will occur to the thoughtful reader:

Why did not he remember sooner and more about his school life in the New York Institution? How came the deaf and dumb steamboat hand to give no information of the lost one, when inquiries were made? Why could he not write his parents residence, in addition to his own name which he preserved?

But "all is well that ends well."

Deaf and dumb children are sometimes deserted by their parents and sent to institutions as orphans. We know of two such cases, in which the parents afterwards claimed the children, when they saw how well they could be educated and become useful and respected members of society.

A death has occurred at the Institution, one of the new boys, while apparently recovering from a throat disease, was attacked suddenly with paralysis of the heart. Another of the boys is suffering from pneumonia, caused by cooling off too suddenly after playing ball. His companions had warned him at the time to be more careful, but he thought himself in no danger. The general health of the Institution is good.

W. L. B.

#### INSTITUTION NEWS.

##### OHIO.

As small-pox is quite prevalent in certain parts of the city, it was deemed best to have the whole household of the Institution undergo vaccination, in order to keep the scourge out. Accordingly, last week the doctor performed his operations upon the willing and unwilling, of which there were not a few of the latter class. As a consequence of the doctor's mark there were plenty of sore arms a day or two after, and the precautions taken by some of the pupils to guard the affected arm was quite amusing. A piece of pasteboard or leather from two to three inches long and an inch wide was obtained, and after being filled with pins, was placed over the sore spot, just under the coat sleeve, with the sharp point of the pins sticking out. Woe to the person then that struck that arm, either intentionally or unintentionally. Others adopted a more humane plan, i. e., by placing a placard on their arm with these words: Notice.—Sore arm.

Thanksgiving day at the Institution was spent in the usual manner. School exercises were suspended, and every one was allowed to enjoy his or her time as it best suited. At one o'clock the afternoon dinner was served, which, of course, was the main feature of the day, according to the pupils' notion, and certainly it must have been from the manner they evinced their appreciation of the good things they had for dinner. The day was all that one could desire to go about the city and see the sights, among which were a street parade of the Columbus Cadets and other interesting features, nor did the pupils—the male portion of them—allow the opportunity to pass, to inhale the freshening and sunny atmosphere. In the evening, under the auspices of the literary society of the Institution, a pantomimic exhibition and other exercises of a literary character were given, which were highly appreciated by the audience that filled the chapel.

Columbus, Ohio, November 26, 1875.

#### MARRIED.

In East Prairieville, October 26th, at the house of J. E. Wood, Esq., the bride's father, Mr. George Harmon, of Fairbault, to Miss Ora E. Wood. The groom was one of the first graduates of the Minnesota Institution for the Deaf and Dumb in this place. The happy bride is a young lady in full possession of all her faculties. The best wishes of many friends attend them. The ceremony was performed by Rev. J. M. Rogers, and interpreted into the sign language by Prof. J. L. Noyes.—*Fairbault Republican*.

ONE by one the luxuries of life are becoming so plentiful and cheap as to be within the reach of the poorest. A large lake has been discovered about forty miles west of Laramie, W. T., in the bottom of which is a large layer of Epsom salts in almost a pure state.

REUBEN MOORE, aged 85 years, has left Springfield, Ky., for a fishing and hunting expedition in the State of Texas. He has a gun made by himself, lock, stock, and barrel, carrying a ball weighing 40 to the pound, and he can plant a ball in the center of the target nine times out of ten.

THE tramps, it is said, have a way of conveying intelligence to each other by marking gate-posts. A gentleman in New Haven, Conn., annoyed by the frequent calls of these vagabonds, observed that they inspected the gate-post before entering, and, upon examination, found there a mark, which he rubbed out. He has not since been troubled

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a study for years, and he will warrant a cure by the use of his remedy.

Do not fail to send for a trial bottle; it costs nothing, and he

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| 2 mos.  | 2 00  | 3 50  | 5 00  | 8 00     | 14 00  |
| 3 mos.  | 2 25  | 4 00  | 5 75  | 9 00     | 16 00  |
| 4 mos.  | 2 50  | 4 50  | 6 50  | 10 00    | 18 00  |
| 5 mos.  | 2 75  | 5 00  | 7 25  | 12 00    | 21 00  |
| 6 mos.  | 3 00  | 5 50  | 8 00  | 14 00    | 24 00  |
| 7 mos.  | 3 25  | 6 00  | 8 75  | 15 00    | 27 00  |
| 8 mos.  | 3 50  | 6 50  | 9 25  | 17 00    | 30 00  |
| 9 mos.  | 3 75  | 7 00  | 10 00 | 19 00    | 32 00  |
| 10 mos. | 4 00  | 7 50  | 10 75 | 20 00    | 35 00  |
| 11 mos. | 4 25  | 8 00  | 11 50 | 22 00    | 38 00  |
| 12 mos. | 4 50  | 8 50  | 12 50 | 25 00    | 42 00  |
| 13 "    | 4 75  | 9 00  | 13 00 | 26 00    | 44 00  |
| 14 "    | 5 00  | 9 50  | 14 00 | 28 00    | 48 00  |
| 15 "    | 5 25  | 10 00 | 15 00 | 30 00    | 50 00  |

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